

School Development Plan

Academic Year 2019-2020

1. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Priority Areas*	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
LEADERSHIP AND MANAGEMENT	1. To create an outstanding level of leadership and management across the school. Establishing effective leadership that impacts on pupil outcomes.	<p>a) Appraisal targets and appraisals to link to School improvement priorities – positive behaviour to promote good learning and a broad and balanced curriculum</p> <p>b) Job descriptions in place for all staff to clarify roles. The two newly qualified teachers need to be mentored regularly to enable a smooth transition.</p> <p>c) Support from SIL/coaching support and lesson observation/learning walks/ Book Scrutiny.</p> <p>d) To strengthen phase leadership so that it impacts on pupil outcomes. To enable support for all staff to evaluate their subject action plans alongside school improvement and appraisal. School action plans written for each subject area and curriculum development groups formed and linked closely to the SDP.</p>	<p>Teacher Appraisal targets are SMART and related to progress for all pupils. Continue to update new appraisal system.</p> <p>A restructured staffing in place allowing clear and robust structures to be carried out. New staff to be transitioned into School life smoothly</p> <p>Percentage of good to outstanding learning has increased due to robust targets and CPD.</p> <p>Clear, progressive planning, assessment and delivery of high quality lessons throughout phases.</p> <p>Action plans reviewed at termly curriculum group meetings with governors</p> <p>Identification of groups from data analysis at risk of falling behind (EAL, More able) and planning pertinent interventions</p>	<p>Sept- Oct 19</p> <p>Sept 19</p> <p>Autumn report from SIL/Head monitoring/Appraisals in term 1/ Coaching in term 3</p> <p>Termly learning walks by phase leaders in other phases</p>	<p>Feedback from Blue Sky Thinking to establish priorities</p> <p>NQT induction and courses</p> <p>Learning walk with SIL/ Headteacher monitoring.</p>	<p>Governors Headteacher SLT</p>

	<p>2. To ensure that Reading is a priority therefore improves writing. (see separate action plan)</p>	<p>a) To develop a collective vision for Reading</p>	<p>Reading displays/competitions to be evident in every classroom and around the school</p> <p>Every class to have high quality reader but guided reading sessions built in to support where necessary</p> <p>Increased use of reading bus and library</p> <p>Improved outcome for reading results in key stage 2 so that they are above national</p>	<p>Dec, March, July</p> <p>Term 1- Reading display in hall, awards in classrooms. Stay and Learn</p> <p>Term 2 – Book at bedtime</p> <p>Term 3 - World Book day</p> <p>Term 4 – Reading Around the World</p> <p>Term 5- Reading in Funny Places</p> <p>Term 6 – Guest Author</p>	<p>Phase leaders to have dedicated phase leader time every other Monday</p>	<p>All staff and governors</p> <p>Headteacher English leaders</p>
	<p>3. To ensure the After School Club provision is broad</p>	<p>a) New ASC manager is fully supported in the development of the provision</p>	<p>There are an increased number of clubs on offer</p> <p>The main ASC has activities that reinforce the curriculum. Regular visitors to ASC to share skills</p> <p>Increased numbers of families take up the provision</p>	<p>Staff encouraged to lead clubs</p> <p>Regular team meetings to monitor progress</p>	<p>New ASC manager in place</p>	<p>Headteacher Deputy Headteacher SBM</p>
	<p>4. To ensure a broad and balance curriculum in line with new Ofsted framework</p>	<p>To support subject leaders through appraisal, CPD and time</p>	<p>Clear action plans produced, shared and monitored</p>	<p>Appraisals in term 1</p> <p>Mid-term appraisals in term 3</p> <p>Termly curriculum group meetings</p>	<p>Time for subject leaders</p>	<p>SLT</p> <p>Governors</p>

SUBJECT LEADERS	Each subject leader to lead their subject confidently and so improve outcomes for pupils	<p>Amnesty of resources, clearly organised and easily accessible</p> <p>Skills progression document for each subject from EYFS to Year 6</p> <p>Each subject leader to lead a staff meeting</p>	<p>Subject leaders fully understand the implications of data to improve outcomes for pupils and understand how to drive improvement through the analysis of vulnerable groups.</p> <p>Pupils have the knowledge, understanding and skills in each subject and enjoy learning and are more independent in their learning.</p> <p>Action plans are robust and drive improvement.</p>	<p>Action plans in place by the beginning of October.</p> <p>Report to governors in termly curriculum group meetings where</p> <p>All Action plans analysed by all staff.</p>	<p>Time for subject leaders</p> <p>TLRs for core subjects</p>	SLT to monitor for appraisal process.
GOVERNORS	To ensure governors continue to have an improved understanding of the strengths and weaknesses of the school and support the school in the drive for improvement through regular monitoring.	<p>a) Governor visits to the school to improve their understanding of how the school is driving improvement</p> <p>b) Governors meetings challenge the school leadership appropriately in order to gain a full understanding of the strengths and weaknesses of the school.</p> <p>c) Ensure governor development is seen as important part of the effectiveness of school leadership.</p> <p>d) Governors to support the school with the implementation of the new attendance policy</p>	<p>To work on targets set at the Governance review.</p> <p>Governors have a good understanding of leadership of subject areas.</p> <p>Minutes of Governors meetings indicate the challenge given by Governors, and the impact of that challenge. Minutes of meetings show the impact of Governor visits.</p> <p>Governor training identified and attended.</p>	<p>Curriculum group meetings in Dec., March and July</p> <p>Governor of the month</p> <p>Regular meetings between Chair and Headteacher</p>		Governors Staff Head Teacher

2. QUALITY OF TEACHING, LEARNING & ASSESSMENT

Priority Areas*	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
TEACHING AND LEARNING	<p>Maths: To ensure we are delivering a mastery maths curriculum</p> <p>English: Every Child a Reader – to raise the profile of reading throughout the school</p> <p>Science: To improve the quality of practical Science</p>	<p>School part of mastery project</p> <p>Continuing with whole class reader to increase vocabulary knowledge</p> <p>To reintroduce guided reading where and when appropriate</p> <p>Increased use of reading bus, library, certificates, competitions</p> <p>Science leader to ensure use of class scrapbooks to record practical science</p>	<p>More able maths to be at least in line with national</p> <p>Reading results to be at least in line with national across the school; increased numbers of children achieving mastery Phonics results to be at 90%</p> <p>Practical science lessons to be more frequent and seen to promote good learning</p>	<p>See maths action plan</p> <p>See English action plan</p> <p>See Science action plan</p>	<p>£3500 in STEM budget</p> <p>£2000 From STEM budget</p>	Maths. English, Science leaders
ASSESSMENT	<ol style="list-style-type: none"> To introduce and implement the new tracking system KS2 Reading Assessment to be revisited and reviewed 	To ensure all assessments are clear and accurate	<p>Tracking sheets updated termly so that progress can be easily tracked and groups falling behind identified</p> <p>KS2 reading assessments are agreed and used accurately</p>	<p>September staff meeting</p> <p>Three Assessment points throughout the year</p>	Training for Deputy on Hello Data	<ol style="list-style-type: none"> Deputy Headteacher Phase leaders/English leads
NATIONAL CURRICULUM	<ol style="list-style-type: none"> To ensure updated skills progression for all non-core subjects To introduce and embed new RE scheme 	<ol style="list-style-type: none"> See leadership To ensure RE teaching is broad and balanced and of high quality 			Resources bought in September £750	

<p style="text-align: center;">PUPIL PREMIUM GRANT</p>	<p>To continue to ensure pupil premium funding is used effectively to ensure 'expected' progress is made for all children thus diminishing the difference for vulnerable children, particularly in Reading</p>	<p>To use new tracking system for pupil premium pupils, which is evaluated regularly, states how the funding is used and tracks the effectiveness of provision.</p> <p>To rigorously track pupils at each assessment point comparing progress made by PP pupils with their peers and nationally at the end of the year using new assessment tracking</p> <p>Regular meetings between the head teacher and link governor to evaluate the system and discuss any issues.</p> <p>To track attendance of pupil premium pupils addressing any issues through the school system.</p>	<p>Pupil premium pupils are rigorously tracked and any issues are addressed. Governors have a good understanding of how the pupil premium funding has been used and how effective the provision.</p> <p>Increased numbers of pupil premium pupils achieve 'expected' progress in reading, writing and maths.</p> <p>The full governing body receive a report from the head teacher regarding the provision and progress for pupil premium pupils.</p>	<p>Throughout the year. Reported termly.</p> <p>FGB meetings.</p> <p>Termly assessment points</p> <p>Throughout year.</p>		<p>SBM Headteacher Governors BG</p>
<p style="text-align: center;">PE GRANT</p>	<p>To continue to ensure the P.E. funding is used effectively to deliver high quality PE throughout the School.</p> <p>Identify sports to focus on and prioritise events</p> <p>Increase the number of pupil premium children attending clubs/events</p>	<p>Effective use of sports premium funding to achieve targets</p> <p>Funding for additional sports teachers to run clubs from sports premium</p> <p>Identifying tournaments that match the needs of St. Nick's children, especially pupil premium</p>	<p>Teachers are more confident about teaching PE through the REAL PE curriculum</p> <p>The school has attended more partnership PE events.</p> <p>PE leader to feed back from conference at a staff meeting</p>	<p>Staff meeting in term 2</p>	<p>Sports premium action plan</p>	<p>PE leader SBM Headteacher</p>

3. Personal Development, Behaviour & Welfare

Priority Areas*	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
WELL-BEING	To begin the process of becoming a 'mindful' school	Staff meeting in term 1 to begin the mindful process, regular feature in assemblies	Increased numbers of teachers using mindful techniques as part of the day	Term 1		Head teacher. Link governors. SENCO
	To ensure that the school is one of equality and diversity where everyone is valued and respected	Challenging negative stereotyping and language and celebrating differences Wellbeing room opened and in use	Successful International evening hosted at school Reduced number of racial incidents	On-going		HSLW
	To build resilience and support the emotional well-being of pupils	CAHMS trailblazers running with identified groups of children SEMH toolbox for resilience in place with Zones of Regulation The language of Growth Mindset to be used in class	Well-being room use by CAMHS, for circle time, children with IMPs – positive impact for these children in their confidence and mental health Children showing increased resilience	Starting in term 1	Well-being room funded by FOSNs in previous term As part of government green paper	

VALUES	<p>School to embark on two year program looking more deeply at the new values</p>	<p>New values charter to be introduced in assembly alongside positive behaviour policy</p> <p>Each value to be looked at over a term with a dedicated values week</p> <p>Each value to be linked to P4C – Gold award within 2 years.</p> <p>Houses of parliament display to be in hall with a termly session of parliament as a whole school</p> <p>Values mural to be completed in key stage 2 playground-</p>	<p>The language of values to be embedded in every part of school life</p> <p>10 P4C sessions over each long term to be planned, delivered and logged</p> <p>Values display and Houses of Parliament display permanent fixtures</p> <p>All children to have been involved in mural</p>	<p>Over two years</p> <p>To be run by Artyverse in term 1</p>	<p>P4C lead to model lessons throughout school, support as necessary. Funding in place for training new staff</p> <p>From premises budget</p>	<p>Headteacher</p> <p>P4C Lead</p>
BEHAVIOUR	<p>Positive behaviour policy is followed by all members of staff consistently</p>	<p>Ensure the Positive Behaviour Policy is understood by new members of staff and is consistently used across the school and is linked to appraisal</p> <p>Children taught to be responsible for their behaviour by constant reference to our charter</p> <p>Young Carers group continues to thrive and develop to Gold status.</p> <p>Continuing with family SEAL and coffee mornings to ensure parent support us with positive behaviour</p>	<p>Behaviour strategies are consistent across the school. Reflection sheets are used and relate to the values.</p> <p>Buddies interviewed and in place to support the School Values within the School Community.</p> <p>All children cared for through Young Carers, nurture groups, use of wellbeing room</p>	<p>Throughout year</p> <p>On going</p>	<p>Inset. Staff meetings</p> <p>Coffee mornings Family SEAL</p>	

OUTCOMES FOR PUPILS

Priority Areas*	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
MORE ABLE	The % of children achieving Greater Depth across the School improves in all subjects so that it is at least in line with national	<p>To ensure there is clear evidence of progress and achievement for the more-able pupils, especially in Maths as part of the mastery project</p> <p>Pupil progress meetings have a focus on more able.</p> <p>Opportunities for enrichment – Year 5 and 6 to Oxford High for Science.</p> <p>Book and planning scrutiny focusing on the more –able pupils in the spring term spring term.</p> <p>Real life challenges to be used whenever possible</p> <p>Coaching in term 3 to focus on more able</p>	The number of pupils reaching Greater Depth in Reading, Writing and Maths to increase	Throughout the year.	Time for lesson observations, book scrutiny and coaching	Headteacher SLT

EYFS	1. To increase the number of pupils achieving expected or above in speaking (and within the strand of people and communities).	Nursery cohort taking part in the 'NELI-N' Nuffield Early Language Intervention trials. Continue to develop meaningful interactions that extend and develop the pupils spoken vocabulary. Pupils given opportunities to speak and listen to practitioners.) Additional support for pupils who are beginner EAL.	Termly assessments show pupils making at least good progress, with an increase in pupils achieving age related expectations by the end of the year. An increase in the number of EAL pupils making at least good progress and achieving age related expectations by the end of the year.	NELI-N outcomes at the end of the year (July 2020) Four assessment points across the academic year.		Deputy Headteacher EYFS Phase Leader Link Governor EAL Coordinator
	2. To increase the number of pupils achieving exceeding in the prime areas (personal, social and emotional development, physical development and communication and language) of the EYFS framework.	Continue to develop meaningful interactions to extend and develop the pupils' personal, social and emotional development. All pupils in the EYFS to participate in regular 'mindfulness' activities. Develop opportunities that extend pupils' communication skills (listening and attention, speaking and understanding). To plan and enhance the outdoor learning environment to enable pupils to extend their physical development. Develop a common language that the whole school community can use. Whole school meetings for all staff on equality and diversity. Form a parent forum that is representative of our diverse community. School council to focus on this throughout the year.	Termly assessments show an increase in the number of pupils exceeding age related expectations in the prime areas (personal, social and emotional development, physical development and communication and language) by the end of the year. Children demonstrating increased resilience. Children able to talk about how they are feeling and having strategies to deal with their emotions. Children having a good mental health, and understanding what contributes to this.	Four assessment points across the academic year.	Money to improve our outdoor learning environment. Resources for PSHCE.	PSHCE Coordinator
	3. To ensure the EYFS learning environments are gender neutral.		The amount of incidents recorded in the 'Equality incident book' have declined. Children, staff, parents and all members of the St Nick's community to have a better understanding of what equality and diversity means, and what is acceptable within our society today.	To introduce this year and embed and build upon over the next 3 years.	Money to buy books for the class libraries and our school library and reading bus that reflect our diverse and multicultural community.	Deputy Headteacher EYFS Phase Leader Link Governor

SEN/CIRB	<p>Pupil profiles to be smart and show numerical increase in progress. To also include the detailed information sheet detailing needs, interests and triggers.</p> <p>Base children to be accessing at least 30% of mainstream teaching.</p>	<p>New format to be used</p> <p>B squared to be used as assessment tool where appropriate</p> <p>Increased involvement and communication of parents through use of class Dojo</p> <p>Increase in opportunities for reverse integration.</p> <p>Implementation of the Zones of Regulation to be used throughout the CIRB and across the whole school</p>	<p>Term 1- zones of regulation training to take place and zones displays in each CIRB classroom.</p> <p>Term 1 and 2- begin implementation of Zones of regulation</p> <p>Term 2- training of zones of regulation planned for the mainstream and begin to implement for those children who need it.</p>	<p>Training planned for term 1</p>	<p>SEMH lead to come in and set up groups with the CIRB for Zones of regulation</p>	<p>SENCO/ Base leader</p>
KEY STAGE ONE / KEY STAGE TWO	<p>To develop more opportunities for mastery</p> <p>Identifying and extending the EAL/bilingual children</p> <p>To develop the outdoors as a teaching and learning space</p>	<p>Early identification of children and clearly planned challenges</p>	<p>Increased numbers achieving greater depth</p> <p>Outdoor space useable and pleasant, increased numbers of groups using for learning</p>	<p>See in three assessment points</p> <p>Focus of Spring term</p> <p>Planting and physical improvements made in term 1</p> <p>Ongoing development throughout the year</p>	<p>Mastery maths project</p> <p>Science at Oxford High</p>	<p>KS2 phase leaders</p> <p>KS1 leader and Year 1 teacher</p>